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ABSTRACT

This bibliography contains 25 annotations of resources in the ERIC database (ranging from 1977 to 1988) concerning communications strategies for both teachers who are preparing students for the interviewing process and students who foresee an interview in the near future. The citations in the first section present teaching techniques and strategies for the business teacher, such as modules of instruction, writing assignments, and training methods. The second section contains two references for rating and evaluation forms to be used in interviewing. The third section cites resources for students in preparation for the interview process. Two references to papers on performance appraisal interviews make up the fourth section. The last section includes a citation for a study on what employers want and an what employers want and an article on how to keep bias out of job interviews. (MS)

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Focused Access to Selected Topics
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Interviewing: Communication Strategies

by Michael Shermis

FAST Bib No. 23 RCS

Because a knowledge of job interviewing techniques can improve a student's chance of getting a job, practical experience in the hiring situation should be provided through the use of role-playing, other simulations, and field experience. Both teachers who are preparing students for the interviewing process and students who foresee an interview in the near future will find valuable resources in the ERIC database concerning communication skills. Job applicants can also find information about resume preparation, employment tests, and factors influencing job success, promotion, and advancement.

The citations in the first section present teaching techniques and strategies for the business teacher, such as modules of instruction, writing assignments, and training methods. The second section contains two references for rating and evaluation forms to be used in interviewing. The third section cites resources for students in preparation for the interview process. Two references to papers on performance appraisal interviews make up the fourth section. The last section includes a study on what employers want and an article on how to keep bias out of job interviews.

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Teaching Techniques and Strategies

Arizona Business Occupations Common-Core Competency Modules. Arizona State Department of Education, Phoenix, AZ, 1982. 273 p. [ED 229 518]

Contains 12 modules of instruction designed to aid business teachers by providing the common core, minimum skill-level competencies identified as basic to all business careers. Divides the modules into five categories of basic skills: business math/machines (addition, division, multiplication, and subtraction), communication arts (following directions, handwriting, and spelling), human relations (personal skills, job keeping skills, and job interviewing), applying for a job (job application and job interviewing), and telephone techniques.

Boris, Edna Z. "The Interview in a Business Writing Course," *ABCA Bulletin*, v41 n2 p23-24 1978.

Describes ways to use the job interview as a topic in college technical writing assignments, including role-playing either the interviewer or interviewee, observing a professional interviewer at work, and generating business correspondence as a result of an interview.

Casady, Mona J. "Are You Preparing Your Students for the Job Interview?" *ABCA Bulletin* v40 n3 p13-15 1977.

Provides suggestions for conduct during the business interview process.

Clinkscale, Bella G. "Model for Multi-Faceted Assignment Planning in Oral Communication," *ABCA Bulletin*, v47 n2 p27-31 Jun 1984.

Describes a business or consumer education course during a four-week unit in which interviewing skills are taught. Divides sections on the job-hunt unit into value clarification, self-evaluation, aptitude tests, classified ads, resumes, letters of application, role playing, and mock interviews.

Delgado, Jose. "The Job Vacancy Unit," *ABCA Bulletin*, v42 n4 p13-15 Dec 1979.

Outlines a unit that prepares students for the job application situation.

Dickey, Jean. "The Interview Assignment in a Business Correspondence Course," *ABCA Bulletin*, v42 n4 p8-9 Dec 1979.

Points out that having students conduct interviews with business executives shows the students that business communication theory applies to actual business situations.

Dulek, Ron. "'Fantasy of Facts': An Application Simulation," *ABCA Bulletin*, v42 n4 p4-7 Dec 1979.

Outlines a teaching technique that places students in two fictional identities, job applicant and employer/evaluator, to give them practical experiences in the hiring situation.

Forkner, Patricia A. "The Job Hunt: Appropriate Unit for Basic Business Class," *Business Education Forum*, v35 n7 p11-12, 14 Apr 1981.

Describes a communication assignment that requires business communication students to interview business executives.

Gaske, Paul C. "Informational Interviewing: A Targeted Approach," *Communication Education*, v33 n4 p404-07 Oct 1984.

Describes an assignment that provides a field experience related to the career interests of students and also strengthens business-academic relationships.

Herwitz, David R. "Teaching Skills in a Business Law Setting: A Course in Business Lawyering," *Journal of Legal Education*, v37 n2 p261-75 Jun 1987.

CS506577

Discusses a course teaching the skills used by business lawyers which uses role-playing and discussion to give students exposure to essential functions including interviewing, report-writing, procedures, planning, and coping with the individuals involved.

Hassman, Mary Jane. *Common Core Units in Business Education: How to Apply for a Job.* California State Dept. of Education, Contra Costa County Schools, Sacramento, CA, 1977. 110 p. [ED 195 839]

Presents a unit of instruction, appropriate for secondary school students, on applying for a job.

Huegli, Jon M.; Tschirgi, Harvey D. "Preparing the Student for the Initial Job Interview: Skills and Methods," *ABCA Bulletin*, v42 n4 p10-13 Dec 1979.

Reports on a field study that examined communication behaviors in job interviews. Recommends a training method for developing the communication skills that job applicants will need.

Lacy, Richard C.; Park, Ok D. *Job Application and Interview.* Instructional Materials Lab, Columbia, MO, 1979. 391 p. [ED 178 759; available from Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Building, Columbia, Missouri 65211. Instructor's Guide, $15.00; Student Materials, $6.50; paper copy not available from EDRS]

Offers an instructor's guide, primarily for business and office education, divided into nine units: (1) Why Work?; (2) Career Opportunities; (3) Occupational Information; (4) Self-Evaluation; (5) Letter of Application and Application Blank; (6) Job Interview, Tests, and Forms; (7) Money Management; (8) Job Success Factors; and (9) Job Promotion and Advancement.

Penrose, John M. "A Discrepancy Analysis of the Job-Getting Process and a Study of Resume Techniques," *Journal of Business Communication*, v21 n3 p5-15 Sum 1984.

Examines two major procedures in job-hunting: resume preparation and interviewing. Concludes that (1) students and recruiters agree that written and oral communication are the most important job-related skills and (2) traditional resume formats are favored over attempts to be more visually creative.

Reddell, Lynda. *Common Core Units in Business Education: Grooming for Your Job Interview.* California State Dept. of Education, Contra Costa County Superintendent of Schools, Sacramento, CA, 1977. 100 p. [ED 195 836]

Presents a unit of instruction for secondary schools, on grooming for job interviews.

Vaughn, Jeannette; Darsey, Nancy. "The Campus Interview: Are Seniors Properly Prepared?" *Journal of Business Education*, v60 n8 p342-46 May 1985.

Examines what the most widely used business communication textbooks are advocating for the interviewing process, the opinions and preferences of campus recruiters, and the perceptions and practices of college senior applicants.

Interviewing Forms

Hines, Donna. *The Job Interview Process. Competency Test Package. Office Occupations.* Instructor's Guide. Occupational Curriculum Lab, East Texas State University, Commerce, TX, 1984. 41 p. [ED 269 613]

Presents a competency test package, one of a series of test packages for office occupations education, which contains a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. Provides suggestions for adapting the tests for special needs students. These tests on the job interview process cover applications for employment, clerical employment tests, sample interview questions, and job interview evaluation forms.

Morris, David J. "Improving Efficiencies: Selection and Training Reflected in the Bottom Line," *Performance and Instruction*, v25 n10 p19-22, 25 Dec-Jan 1986-87.

Emphasizes the importance of incorporating senior management's goals and objectives into the process of selecting and training present and future staff in business and industry. Includes an example of a Functional Skills Rating Form for use in interviewing.

Student Tips

Clarke, Lillian Wilson. *Interviewing: An Important Part of the Job Search Process.* 1983. 13 p. [ED 260 477]

Suggests that a student's chances of getting a job can be enhanced by carefully studying job interview techniques. Proposes that a productive approach to this study, which can be integrated into a variety of business courses, consists of three essential parts: pre-interview preparation, the interview, and the follow-up after the interview. Discusses these parts and provides an interview checklist.

Roderick, Joan C. "Interviewing: Don't Underestimate Its Importance," *Business Education Forum*, v39 n4 p7-8 Jan 1985.

Explores the elements of the interviewing process: preliminary research on the company (what to look for and where to find it); importance of first impressions (being on time, being prepared, dressing correctly, shaking hands, eye contact); open-ended questions; discussing salary; post-interview evaluation; and writing a note to the interviewer.

Taugher, C. David. "Interviewing for Communications-Related Positions in the Corporate Community." Paper presented at the Annual Speech Communication Association Convention, 1983. 15 p. [ED 238 032]

Presents guidelines and suggestions for obtaining a professional position in the corporate community. Discusses basic philosophies and realities of the corporate community with an emphasis on competition and profitability. Offers suggestions for locating a job opening, getting an interview, doing the proper things during the interview, and following up the interview.

Performance-Appraisal Interviews

Michal-Johnson, Paula. "The Performance-Appraisal Interview: An Alternative to Simulation." Professional Communication in the Modern World: 31st Proceedings of the American Business Communication Association Southeast Convention, 1984. 12 p. [ED 259 360]

Contends that offering instruction in performance appraisal (PA) skills as well as in selection interviewing contributes to business communication students' potential for finding the most appropriate job and keeping it.

Wilson, Gerald L. "Conveying the Performance Appraisal: The Research and Its Implications." Professional Communication in the Modern World: 31st Proceedings of the American Business Communication Association Southeast Convention, 1984. 11 p. [ED 259 361]

Presents the results of an examination of research literature on performance-appraisal interviewing and its implications. Suggests that the appraisal interview functions to (1) provide feedback on performance, (2) counsel and provide help, (3) discover what the employee is thinking, (4) teach the employee to solve problems, (5) help the employee discover ways to improve, (6) set performance goals, and/or (7) discuss compensation.

Research

Ascher, Carol. *High School Graduates in Entry Level Jobs: What Do Employers Want?* ERIC/CUE Digest Number 40. ERIC Clearinghouse on Urban Education, New York, NY, 1988. 4 p. [ED 293 972]

Cites a study that shows employers consider the following skills as important for both blue- and white-collar entry-level workers: (1) employee application and interview skills; (2) work-related social skills and

habits, especially communication and interpersonal skills; (3) basic academic skills, particularly in reading, mathematics, writing, and problem solving/reasoning; and (4) vocational skills, especially manual/perceptual skills.

Jorpeland, Elaine, ed. "Keeping Bias out of Job Interviews," *Association Management*, v29 n8 p89-92 Aug 1977.

Points out recent developments surrounding employment inquiries and requirements and suggests guidelines for keeping job interview questions within the law.

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